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ABSTRACT

This sourcebook identifies readings, agencies, equipment, and curriculum materials which can serve as resources for mainstreaming visually impaired students into regular classrooms. The chapter on readings suggests 20 resources on the following topics: Public Law 94-142; individualized educational programming; visual impairments; effects and adaptations; and teaching visually impaired students. Bibliographical information and abstracts are presented. Also listed are 11 teacher-training packages. Another chapter describes the services of eight agencies and organizations, including the American Foundation for the Blind, the Association for Education of the Visually Handicapped, and the Council for Exceptional Children. Among the special materials discussed in still another chapter are braille texts, large print books, recorded texts, special writing paper, and three dimensional objects. Further discussion explains the use of mobility aids, optical aids, adaptive classroom equipment, reading/writing aids, math and science aids, and social studies aids. A final chapter lists selected resources for teaching students about disabilities. Described in detail are eight supplementary curriculum packages, four curriculum guides and articles, 20 books including fiction and biographies, and nine films. (AV)

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Resources for Teaching Social Studies in the Mainstreamed Classroom

MAVIS Sourcebook 6

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Social Science Education Consortium, Inc.
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This sourcebook, one of six in a series, was produced by Project MAVIS (Materials Adaptations for Visually Impaired Students in the Social Studies). Other titles in the series are:

Sourcebook 1: *Who Is the Visually Impaired Child?*
Sourcebook 2: *Encouraging Successful Mainstreaming of the Visually Impaired Child*
Sourcebook 3: *Teaching the Visually Impaired Child in the Regular Classroom*
Sourcebook 4: *Social Studies for the Visually Impaired Child*
Sourcebook 5: *Important Concerns in the Education of Visually Impaired Children*

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Project MAVIS
Materials Adaptations for Visually
Impaired Students in the
Social Studies

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1. Introduction

When first faced with the challenge of teaching a visually impaired student in the regular classroom, many teachers wonder where they can turn for help. Numerous sources of information, assistance, and materials are available. This sourcebook is designed to acquaint you with some of these resources. Though far from exhaustive, the listing presented here has been specially selected to include the sources most useful for the regular classroom teacher.

Your first resource will of course be the specially trained teacher of the visually impaired. This resource teacher*—whether designated an itinerant teacher, a resource room teacher, or a vision consultant—will have access to your local and state special education delivery systems. These delivery systems vary from school district to school district, depending on financial constraints, the number of visually impaired students in the district, and the state or local educational philosophies. It will be critical for you to gain a basic understanding of the system in your district and the services which it can provide.

The resource teacher will also have a variety of materials which may be useful in the mainstreamed classroom. In addition, most resource teachers have reference books about teaching visually impaired children which contain information applicable to the regular classroom. The teacher's own knowledge will of course be another valuable resource. Familiarizing yourself with the materials and information available through the resource teacher will be helpful in planning lessons throughout the year.

Another basic resource will be the other Project MAVIS sourcebooks in this series. Designed specifically for regular classroom teachers, they provide information on types of visual impairments, working with the resource teacher, teaching in the mainstreamed classroom, adapting social studies lessons for use with the visually impaired child, and important concerns in the education of visually impaired children.

*Throughout this sourcebook, specially trained teachers of the visually impaired will be referred to as "resource teachers," as they serve as a resource to classroom teachers regardless of their official designation.

The resources listed in this sourcebook can be used to supplement the basic resources. The listing is divided into four categories:

1. Suggested readings. Materials selected for this section are those deemed most appropriate for the classroom teacher's use. The materials provide information on mainstreaming, Public Law 94-142 and its implications for classroom teachers, visual impairments, and teaching visually impaired children.

2. Organizations and agencies serving the visually impaired or professionals working with visually impaired people.

3. Equipment and materials designed for use by visually impaired students. Particular attention is given to materials useful in social studies lessons.

4. Curriculum materials, books, and films which can be used in teaching about disabilities.

2. Suggested Readings

In selecting materials to be included in the following listing of suggested readings, priority was given to materials aimed primarily at regular classroom teachers. Publications with other intended audiences have been included only if the information they present is equally pertinent to classroom teachers. Many of the materials are also suitable for use with parents and administrators; some can be used with students as well.

This listing is not a comprehensive bibliography of the materials available on mainstreaming, Public Law 94-142, individualized educational programming, visual impairment, or teaching visually impaired students. It is only the beginning of such a bibliography. Many of the suggested readings contain lists of references which you can check for additional information if you wish.

The suggested readings are divided into three major categories. The first category includes publications dealing with two major topics: the implications of Public Law 94-142 for classroom teachers and individualized educational programming for disabled students. The second group of readings deals specifically with visual impairments, their effects, and adaptations required for such tasks as moving around in the environment. The final category includes sources on teaching the visually impaired child in the regular classroom.

Public Law 94-142 and Individualized Educational Programming

Clarification of P.L. 94-142 for the Classroom Teacher (Philadelphia: Research for Better Schools, Inc., 1978).

This booklet, aimed at regular classroom teachers with little experience teaching disabled students, explains those provisions of P.L. 94-142 and its implementing regulations which have the most impact on classroom teachers. Common questions asked about the law—many dealing with the requirement that an Individualized Education Program be developed for every disabled child—are answered. Activities to help teachers become more sensitive to the needs of disabled students and to become aware of the process and roles of all involved in implementing the law are suggested, as are

activities to help other students gain understanding of disabled students. An annotated list of references is included.

Reynolds, Maynard C. and Jack W. Birch, *Teaching Exceptional Children in All America's Schools* (Reston, Virginia: Council for Exceptional Children, 1977).

This lengthy volume begins with a history of special education. Particularly useful to the classroom teacher are subsequent chapters which deal with assessment, development of IEP's (samples are given), and working with parents. The book also includes chapters on various types of disabilities, including visual impairment.

Torres, Scottie (ed.), *A Primer on Individualized Education Programs for Handicapped Children* (Reston, Virginia: Council for Exceptional Children, 1977).

This is a collection of short articles on the development of IEP's. The articles cover topics starting with the development of the IEP, its implementation, and, finally, monitoring of the IEP. Many examples are given, including example IEP's, examples of teacher input to planning sessions, and examples of classroom implementation of IEP's.

Wessel, Janet A. (ed.), *Planning Individualized Education Programs in Special Education* (Northbrook, Illinois: Hubbard, 1977). Available from Selective Education Equipment, Inc., 3 Bridge Street, Newton, Massachusetts 02195.

This book explains IEP requirements and the program planning process using an objective-based instructional model. Topics covered are writing overall program goals and objectives, techniques for assessing general needs and individualizing instruction based on the assessment, methods of evaluating learning, ways of locating appropriate instructional materials, and techniques for evaluating identified materials. An interesting feature of the book is the inclusion of numerous planning and evaluation worksheets which the teacher can use as models.

Visual Impairments: Effects and Adaptations

Barraga, Natalie C., *Visual Handicaps and Learning: A Developmental Approach* (Belmont, California: Wadsworth, 1976).

This book provides an excellent, short introduction for the beginner in the field of education of the visually impaired. The author makes four major points in the book: (1) that definitions used in describing visually impaired persons are important and should be clearly understood; (2) that intervention immediately after birth of a visually impaired child is critical; (3) that the variety of multiple impairments which children may have should be recognized and accepted; and (4) that tactile, auditory, and visual learning activities should be sequenced to maximize the child's cognitive development. Educational alternatives and current trends in education of the visually impaired are also described.

How Does a Blind Person Get Around? (New York: American Foundation for the Blind, 1978).

This 20-page pamphlet describes techniques used by blind people in getting around the environment, how these techniques are learned, and the importance of independent travel to the blind or visually impaired person. An excellent introduction to orientation and mobility, this pamphlet could be used with students.

Jan, J.E., R.D. Freeman, and E.P. Scott, *Visual Impairment in Children and Adolescents* (New York: Grune and Stratton, 1977).

This is a unique book written by two physicians and a social worker. Not only is it an excellent textbook for teachers entering the field of the visually impaired, it also provides useful information to the classroom teacher. The chapters on motor development and posture, orientation and mobility, behavior, perceptual and cognitive development, attitudes, and education would be some of the most helpful.

Kratz, L.E., *Movement Without Sight* (Palo Alto, California: Peek Publications, 1973).

This excellent little book discusses the importance of physical activity and its relationship to overall functioning. Reasons for the awkward posture and gait of some blind persons are carefully and simply explained; suggestions for remedy are given. Group and individual activities are presented in a "developmental continuum." The importance of the attitude of the teacher is emphasized throughout the book.

Teaching Visually Impaired Students

Bishop, Virginia E., *Teaching the Visually Limited Child* (Springfield, Illinois: Charles C. Thomas, 1971).

This is a very practical book for teachers new to the field of education of the visually impaired. Of special import are suggestions regarding the development of listening skills and some of the areas in which counseling may be helpful. An excellent list of resources is provided, as are suggestions for lighting and seating.

Calovini, Gloria (ed.), *Mainstreaming the Visually Handicapped* (Springfield, Illinois: Office of the Superintendent of Public Instruction, undated).

This booklet provides much useful information for the regular classroom teacher. Encouraging successful integration of the visually impaired child is discussed, as are behaviors and conditions that may signal a visual problem. The roles of various professionals in the service delivery system are defined.

Corn, Anne Lesley, and Iris Martinez, *When You Have a Visually Handicapped Child in Your Classroom: Suggestions for Teachers* (New York: American Foundation for the Blind, 1977).

This pamphlet is designed to help the regular classroom teacher understand how the visually impaired child will function in the classroom. Included are strategies for various classroom activities, an explanation of the role of the resource teacher, descriptions of special equipment used by visually impaired students, clues to eye problems, definitions of commmon visual impairments, a list of organizations, and a bibliography.

Gable, Arlene, Mollie Hoben, and Glenda Martin, *Can I Say "See" and "Look"?* (Minnetonka, Minnesota: The Vision Team, 1976).

This booklet addresses questions the regular classroom teacher often asks when a visually impaired child is placed in the class. Topics covered include reasons for mainstreaming, adjustments to the school environment, concerns about the eyes, dealing with typical reactions to the visually impaired child, encouraging social integration of the visually impaired child, and the assistance the vision service can provide.

Hadary, Doris E. and Susan Hadary Cohen, *Laboratory Science and Art for Blind, Deaf, and Emotionally Disturbed Children: A Mainstreaming Approach* (Baltimore: University Park Press, 1978).

This book describes an experimental elementary science and art program developed at American University in Washington, D.C. The program is based on exploration, invention, and discovery, with emphasis given to hands-on learning. General teaching tips are presented, as are specific techniques for working with disabled students in a laboratory setting. Lesson plans for 50 science activities and 54 art activities are given, with linkages between the art and science activities suggested.

Hanninen, Kenneth, *Teaching the Visually Handicapped Child* (Columbus, Ohio: Charles E. Merrill, 1975).

A practical book for the neophyte in the area of teaching the visually impaired child. Dr. Hanninen discusses adjustment, integration, and use of limited vision. He offers many helpful suggestions for teaching in the various subject areas. His discussion of orientation and mobility is most helpful for the classroom teacher.

Lowenfeld, Berthold, *The Visually Handicapped Child in School* (New York: John Day Co., 1973).

This collection of readings by experts includes chapters on the history of educating visually impaired children, psychological considerations, developmental needs, assessment, use of sensory/perceptual abilities, types of educational programs, communication skills, special subject adjustments and skills, life adjustment (orientation and mobility and daily living skills), the multihandicapped, and teacher training. The chapter on special subject adjustments and skills is particularly useful to the classroom teacher.

Martin, Glenda J., and Mollie Hoben, *Supporting Visually Impaired Students in the Mainstream* (Reston, Virginia: Council for Exceptional Children, 1977).

This useful book answers questions often asked by regular classroom teachers, including how much assistance should be given to the visually impaired child, how the child will function socially, etc. Descriptions of several successful mainstreaming programs are presented to illustrate how such questions have been resolved in longstanding programs.

Milnes, Jane, et al., *Integrating the Visually Impaired Student Into the Classroom* (Fairfax, Virginia: Fairfax County Schools, Special Education Division, 1976).

This booklet, developed for teachers in Fairfax County Public Schools, provides much information useful for teachers in any school system. Questions commonly asked by classroom teachers are addressed, as are techniques for adapting activities in the standard curriculum areas. The booklet also contains an extensive bibliography.

Ochua, Anna and Susan K. Shuster, *Mainstreaming in the Social Studies, K-6,* ISBN 0-89994-242-3 (Boulder, Colorado: Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education, 1980).

This paper deals with teaching elementary social studies in the classroom which includes a disabled student among its members. Visual impairment is one of several disabilities treated. Topics covered include learning characteristics of disabled students, techniques for adapting social studies materials, selection and use of supplemental materials, instructional strategies, and suggestions for teaching all children about disabilities.

Orlansky, Michael D., *Mainstreaming the Visually Impaired Child: Blind and Partially Sighted Students in the Regular Classroom* (Austin, Texas: Learning Concepts, Inc., 1977).

This book, one of a series on mainstreaming, is aimed at regular classroom teachers who have no experience with visually impaired students. The book provides basic information on such topics as the types of visual impairments, appropriate classroom behavior, helping the visually impaired child develop social skills, orientation and mobility techniques, and planning classroom activities that will be meaningful to the visually impaired student. The book is illustrated with cartoons and would be suitable for use with students and other adult staff members in the school.

Scholl, Geraldine, *The Principal Works With the Visually Impaired* (Reston, Virginia: Council for Exceptional Children, 1968).

Although intended primarily for administrators, this book provides much information on integrating the visually impaired child which will be equally useful to the classroom teacher.

Teacher Training Materials

In addition to the print materials listed above, a number of pre/inservice teacher training materials—generally multimedia—designed to instruct the regular classroom teacher about mainstreaming are available. These are often quite expensive, however, and generally provide less specific information than the print materials. We have therefore not listed such materials. However, if you are involved in planning an inservice program for your school or district, you may find it useful to be aware of possible sources for teaching training packages.

The following is a partial list of such sources:

1. Accommodative Instructional Systems, P.O. Box 7906, Austin, Texas 78712.
2. American Foundation for the Blind, 15 West 16th Street, New York, New York 10011.
3. Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216.
4. Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.
5. Guidance Associates, 150 Clearbrook Road, Elmsford, New York 10523.
6. Media Five, 3211 Cahuenga Boulevard West, Hollywood, California 90068.
7. Media Systems, Inc., 3637 East 7800 South, Salt Lake City, Utah 84121.
8. Selective Educational Equipment, Inc., 3 Bridge Street, Newton, Massachusetts 02195.
9. Teaching Resources Corporation, 100 Boylston Street, Boston, Massachusetts 02116.
10. University of Northern Colorado, School of Special Education and Rehabilitation, 1925 10th Avenue, Greeley, Colorado 80639.
11. University of Wisconsin, Milwaukee, Department of Exceptional Education, Ederis Hall, P.O. Box 413, Milwaukee, Wisconsin 53201.

3. Organizations and Agencies

Numerous local, state, and national organizations and agencies provide services to the visually impaired or to professionals working with visually impaired children or adults. Several general types of organizations and agencies provide services in most geographic areas; it would be useful for you to know what, if any, services are available from these organizations in your area:

1. State departments of education, including state vision consultants and state instructional materials centers.
2. Residential schools for visually impaired students. Some of these schools provide consulting services to local school districts and assist in testing visually impaired students.
3. State or local departments of rehabilitation. These agencies' services may be particularly helpful in the area of career education.
4. Universities with vision teacher training programs. Such universities offer courses in teaching the visually impaired and probably have an extensive collection of reference materials on the topic. In addition, they may have students who need practicum experience or students who are willing to volunteer in your classroom for a certain number of hours each week.
5. Service clubs such as Lions International often offer recreational programs and other services for visually impaired students.

A number of national organizations and agencies also provide relevant services. Those discussed below are the ones which provide services or materials most relevant to the classroom teacher. Other organizations and agencies are listed in *The Directory of Agencies Servicing the Visually Handicapped in the United States,* a publication of the American Foundation for the Blind.

The **American Foundation for the Blind** (AFB) is a privately endowed agency which provides a variety of services aimed at the general public as well as visually impaired persons and professionals. Research, information dissemination to professionals (through workshops, conferences, and training courses), a public education program, and legislative action and interpretation are among the Foundation's many activities. AFB also develops and manufactures special aids for visually impaired persons and records and manufactures talking books. In addition to maintaining a special reference library on visual impairment, AFB also has an active publi-

cations program of its own. Some publications useful to the classroom teacher are available at no cost; others are available for a nominal fee. Some materials, such as films, can be borrowed. A catalog of materials is available on request. The AFB's major periodical, *The Journal of Visual Impairment and Blindness,* might also be of interest to classroom teachers.

AFB is located at 15 West 16th Street, New York, New York 10011.

The **American Printing House for the Blind** (APH) is the world's largest publishing house for the blind and visually impaired. Although APH is a private agency, it serves as the official supplier of materials and equipment for school children under college age. Each year, the Congress appropriates a sum of money to the Printing House. This sum is allocated on a per capita basis, with an equal amount made available to each legally blind child being educated in public or residential schools. The funds remain at APH; purchases are made through the agency that has registered the child. For the child in the regular classroom, this will generally be the state department of education. The resource teacher will have more information about ordering through this system, called the Federal Quota Account.

Materials available from APH include braille, large print, and recorded (on both records and tapes) texts, magazines, and other materials. A variety of kinds of equipment are also available, including braillewriters, abacuses, dissected relief maps and globes, science materials, geometric forms, preschool educational devices, and many other items. These aids are both developed and manufactured at the Printing House. In addition to development, preparation, and distribution of materials and equipment, APH conducts educational and technical research relating to the needs of blind and visually impaired children.

A number of catalogs are available from APH. These include catalogs of the materials and aids available through APH, as well as catalogs of materials available from other sources. One important resource is a listing of braille, large type, and recorded materials produced by volunteers across the country. The resource teacher will generally have access to these catalogs; you might want to look through one or more and discuss the purchase of a special item you feel would be of use in your classroom.

APH's address is 1839 Frankfort Avenue, Louisville, Kentucky 40206.

The **Association for Education of the Visually Handicapped** (AEVH) is an organization of teachers, administrators, parents, and others interested in the education, guidance, vocational rehabilitation, or occupational placement of visually impaired people. The aim of the organization is to expand the opportunities for visually impaired persons to fill an active role in society. Toward this end, AEVH cooperates with colleges and universities in conducting training institutes and workshops and conducts a number of other activities. AEVH is located at 919 Walnut Street, Philadelphia, Pennsylvania 19107.

The **Council for Exceptional Children** (CEC) is an organization of teachers, administrators, and teacher educators concerned with the edu-

cation of exceptional children. CEC has a separate Division for the Visually Handicapped, which includes individuals particularly interested in education of the visually impaired. CEC publishes a number of books, pamphlets, and other materials which would be useful to the classroom teacher. Their address is 1920 Association Drive, Reston, Virginia 22091.

The **National Federation of the Blind** (NFB) is a federation of state and local organizations of blind people working to promote their integration into the mainstream of society. NFB works toward this goal through legislative action, program evaluation, leadership training, publications, and speaker's bureaus. The Federation is only one of a growing number of disability rights organizations. If a local affiliate of one of these organizations exists in your community, they may be able to provide information or other forms of service to you. The national headquarters of NFB are located at 218 Randolph Hotel Building, Des Moines, Iowa 50309.

The **National Library for the Blind and Physically Handicapped** (formerly the Library of Congress, Division for the Blind and Physically Handicapped) in Washington, D.C. (20542) provides records—called "Talking Books"—cassette tapes, and record players to persons who are visually or physically impaired. Although special record players called "Talking Book Machines" were formerly required to play the records provided by the National Library, such is no longer the case. Most record players or cassette recorders can be used with the tapes or records. The National Library also has a variety of handy lists available: agencies for the handicapped, cassette tape recordings available, large type book sources, etc. Nearly all large cities have a regional affiliate of the National Library; some of these affiliates have a toll-free number. Ask the resource teacher about this source.

The **National Society for the Prevention of Blindness** (NSPB) is an organization of professional and lay persons dedicated to the prevention of blindness through education, research, and industrial and community services. Among NSPB's many activities are promotion and support of glaucoma screening programs, preschool vision testing, industrial eye safety programs, and a public education program. A number of pamphlets and brochures which might be useful to you can be ordered from NSPB at 79 Madison Avenue, New York, New York 10016.

Recording for the Blind (RFB) provides taped materials to visually, physically, and perceptually impaired students and adults. A large catalog of available materials can be obtained by writing to RFB at 215 East 58th Street, New York, New York 10022. If a book is not listed in the catalog or available elsewhere, a student may apply for service. Taping the book will generally require about 3 weeks. All tapes must be returned to RFB when they are no longer needed. Ask the resource teacher for more information about ordering materials from RFB.

4. Materials and Equipment

Special equipment and materials used by visually impaired students fall into two categories: (1) those designed specifically for use with visually impaired students and available through specialized sources such as the organizations discussed in the previous section and (2) generally available materials not designed specifically for visually impaired students but particularly useful in meeting their needs.

Necessary equipment and materials are generally obtained with federal funds channeled through state and local education agencies. Although the resource teacher will usually provide such items as a matter of course, knowing what kinds of material and equipment are available will be helpful to you. First, it will give you a knowledge base for discussing classroom needs with the resource teacher. If you know, for instance, that tactile globes are available, but the resource teacher does not have one, you can discuss the possibility of ordering such a globe. Knowing what adaptive materials are already available will also help you plan lesson adaptations efficiently. Spending valuable time adapting a map for the visually impaired child is pointless if the resource teacher already has an atlas containing such a map.

This section describes the materials and equipment your student is likely to be using already, as well as less common items which you may find useful. The materials and equipment are discussed in three groups: general materials (e.g., texts, special paper), general equipment (e.g., mobility and optical aids, reading devices), and material and equipment particularly useful in teaching social studies. The listings are not comprehensive, but they will give you an idea of the range of materials available. Browsing through the catalogs cited in the various sections will provide more specific information.

Materials

The visually impaired student who cannot use regular print should of course have all textbooks available in an appropriate medium—braille, large print/type, or tape. There will be some variations in the formats of books in each of these media depending on how and by whom they were produced.

Texts are generally transcribed into braille in accordance with the *Code of Braille Textbook Formats and Techniques*, prepared by the National

Braille Association and published by APH. Adherence to this code insures some uniformity, but there are still many areas in which the individual braillist has discretion in handling specific problems. In addition, some volunteer organizations have a commitment to a particular approach while others do not. For example, some organizations make an effort to include picture descriptions and tactile illustrations whenever possible. The more common practice, however, is for pictures and other illustrations to be omitted, with the notation "Picture: see teacher" given.

Most braille texts are bound in several volumes. At the primary level, each volume will contain about 50 braille pages. At higher grade levels, each volume may contain up to 90 pages. Each volume has a title page and table of contents.

Two sets of page numbers are used in braille texts. At the lower righthand corner of each page is a braille page number; these numbers run consecutively throughout the book. Print page numbers are indicated at the upper righthand corner of the page. When the print page changes in the middle of a braille page, a line of dots is made across the page and the new page number is indicated at the right margin below this line. Since most print pages require more than one page of braille, the additional braille pages are also given letters. Thus, the material on print page 21 might be given page numbers 21, a21, b21,and c21.

Large print/type books are subject to even greater variability, depending on how they are produced and on certain characteristics of the original print book. Large type books are produced by actually retyping material on a primary typewriter. Large print materials are produced by enlarging the original print page through a photographic or line copying process. Most large print/type books are produced in 18-point type, but such things as the size of the book, the way it is bound, line width, spacing, and margins vary greatly.

Handling of illustrations also varies widely. Illustrations are sometimes enlarged along with the text of the book; although line drawings and graphs may reproduce well in this way, photographs generally do not. In addition, because large print copies are done in black and white, maps which use color coding may not be interpretable in the large print version. Occasionally, photographs are redrawn before enlargement to reproduce well. In some large print/type editions, illustrations are omitted in cutting and pasting materials or in retyping text. Text printed on colored pages or over photographs in the original print book can create difficulties in the enlargement process; whole pages of text may be lost in this way.

Recorded texts may be available on long-playing records, reel-to-reel tapes, or cassettes. Again, although standards for recording do exist (NBA's *Tape Recording Manual*), some variability does occur. A tone indexing system is generally used to indicate page and chapter changes in

recorded material. This system is explained to the student on the tapes or records; you may wish to listen to the explanatory information to facilitate helping the student use the material.

Locating and obtaining special-medium texts will be the resource teacher's responsibility. The teacher will undoubtedly check a variety of sources. The most comprehensive listing of such materials is APH's *Central Catalog of Volunteer and Commercially Produced Materials for Visually Handicapped Children*, which lists braille, large print/type, and recorded texts and supplementary materials available across the country. The RFB catalog and state instructional materials center should also be consulted as to the availability of needed texts. If a text is not available from any of these sources, the resource teacher may have it produced locally by a volunteer braillist or reader or one paid by the school district.

In addition to texts, it will be helpful to the visually impaired child to have as much supplementary reading material available in special media as possible. APH, RFB, and the National Library are all possible sources. Note that a number of periodicals are available in special media. These include such useful publications as *Consumer Reports*, *American Heritage*, *Newsweek*, and *U.S. News and World Report* (tape); *Consumer's Research* and *My Weekly Reader* (braille); and *National Geographic* (braille and tape). A complete listing of special-medium periodicals is given in Library of Congress Reference Circular 76-2.

Special-medium reference materials are also available. Several dictionaries have been produced in braille and large print. The 1959 edition of the *World Book Encyclopedia* is available in braille. APH is currently working on production of a recorded version of the 1978 edition of the *World Book* for release in 1980. All of these reference works are quite lengthy and expensive.

In addition to special-medium reading materials, there are a number of simple items which can be very helpful to partially sighted students in reading and writing. Students who have difficulty keeping their place while reading can benefit from use of page markers and reading windows. These items can be ordered from APH or can be handmade. When partially sighted pupils must use dittoed material or other material with poor contrast, yellow acetate sheets can be placed over the print to darken it and enhance contrast. Such sheets are generally available in stationery or office supply stores.

Special writing paper can also be of help to the partially sighted student. Paper with bold lines and nonglare background is available. The resource teacher can help select the most appropriate paper for your student. Many partially sighted students can best read material written with a felt-tip pen, particularly one with black ink. Such pens are of course widely available.

Finally, remember that three-dimensional objects in the environment are some of the best teaching materials for visually impaired students.

The availability of interesting and stimulating materials is thus limited only by your own imagination.

Equipment

A wide range of equipment for use with the visually impaired student is available. Looking through APH's *Catalog of Tangible Apparatus*, AFB's catalog of *Aids and Appliances for the Blind and Visually Impaired*, and the catalog from Howe Press (Perkins School for the Blind, Watertown, Massachusetts 02172) will give you an idea of the full range of products available. New technological developments permit the number of aids available to expand each year. Those listed below are a few which you may find most useful or interesting. If you feel that an aid described here would be helpful to your student, talk to the resource teacher about the possibility of obtaining it.

Mobility Aids

Perhaps the most familiar mobility aid is the long cane. Not strictly a cane at all, the long cane is a thin (½ inch in diameter) wand fitted chest high to the user. Most canes are made of aluminum tubing or fiberglass. By sweeping the cane back and forth in the path ahead, the visually impaired person can detect various obstacles. Students do not usually begin to learn cane travel until junior high school, but they will probably be learning precane orientation and mobility skills before that.

It is highly unlikely that your visually impaired student will use a dog guide for mobility, as such dogs are generally only available to persons over the age of 16. Only about 10 percent of visually impaired persons now use dog guides.

Much effort is now being devoted to developing mobility aids which employ modern technology. A variety of technological applications are being investigated, including use of ultrasonic signals, laser beams, and visual-to-tactile conversion. None of the devices is currently available, but the near future may see dramatic changes in the number and types of mobility aids available to the visually impaired.

Optical Aids

Many partially sighted students use optical aids to improve use of their residual vision. These aids are of two general types: magnifying and telescopic. Both types can be either hand-held or mounted in spectacles. AFB's *Aids and Appliances* catalog lists many available aids. The Instructional Materials Reference Center at APH has a set of aids they will loan for trial purposes. Local optical companies will also loan various aids for trial use. Note that an aid should be prescribed by the resource teacher or by an eye specialist.

Adaptive Classroom Equipment

A desk with an adjustable top can be a great help to partially sighted students, as bending over the desk to get close to reading materials can cause fatigue and pain. If such a desk is not available, a special reading stand (available from APH) or an easel can be placed on the desk for reading and writing.

The partially sighted student may also need extra illumination. Often, an ordinary reading lamp will be sufficient. A lamp with a rheostat is particularly useful, as it provides the flexibility needed to meet the needs of students who require either strong or weak light.

Because visually impaired students must keep materials well-organized, a compartmented work tray is often helpful, especially for primary students. Such a tray is available from APH.

Reading/Writing Aids

A number of reading aids which owe their existence to modern technology have recently been introduced. One of these, used by partially sighted students, is the closed circuit television. The closed circuit television enlarges print electronically onto a small television screen which the viewer can sit as close to as necessary. Contrast is good and the image is very clear. Some models can provide both white print on black background and black print on white background.

Closed circuit televisions are available from various companies. Sources are listed in the *Aids and Appliances* catalog.

The Optacon—Optical to Tactual Converter—is an exciting device that transforms print into tactile images. The device is compact—about the size of an ordinary book. The user holds a small electronic camera in the right hand. The user's left hand is placed on the Optacon with one finger in a slightly depressed tactile array. As the camera is moved over the print to be read, the 144 tiny pins in the array vibrate to form the shapes of the printed letters.

Because one letter is read at a time, reading with the Optacon is quite slow—30 to 50 words per minute at best. However, the device gives blind persons access to current materials which may not be available in braille for some time (if at all). Adults are especially grateful to be able to read mail independently, thereby gaining a privacy that had been denied to them before. Children seem to be able to learn to read both braille and print forms without confusion.

A synthetic speech component which will give the Optacon more flexibility is currently being developed.

Many teachers have been trained to teach students how to use the Optacon, and a dissemination grant has provided several thousand Optacons to school programs and to children.

The Optacon is available from Telesensory Systems Inc. (3408 Hillview Avenue, Palo Alto, California 94304).

The Kurzweil Reader is another exciting device for reading. It converts the printed word into intelligible speech at the rate of 150 words per minute. The printed material is placed face down on the glass surface of the machine. A small camera finds the print and automatically tracks it. The resulting synthetic speech is quite understandable. Learning to use the Kurzweil Reader requires only a few hours. Once its use is mastered, the reader can control the speed of the machine and can adjust it to reread passages.

The device was field-tested from 1975-77. In 1978, about 50 of the readers were distributed using Bureau of Education for the Handicapped funds. Thus, although the reader is not in general use at present, it may be within the next few years.

Additional information about the Kurzweil Reader is available from Kurzweil Computer Products, Inc. (68 Rogers Street, Cambridge, Massachusetts 02142).

Since the above three devices are quite expensive, they may not be available in your school district. Check with the resource teacher or the local rehabilitation agency.

Students who use recorded materials will of course need a record player or tape recorder. In the past, a special "Talking Book Machine" was required to play the Talking Books available from the Library of Congress. Today, however, most records can be played on any record player. The same is true of reel-to-reel and cassette tapes available to visually impaired students; they can generally be played on any appropriate recorder. However, special cassette players available from APH provide some advantages. They are compact, lightweight, and efficient. In addition, their variable speed component allows the student to listen at a faster rate—up to 275 words per minute—as listening skills increase. Speech compressors which speed up recorded materials without changing the pitch are also available. Ask the resource teacher what recorders and attachments are available for your student's use.

Special writing equipment will generally be limited to the braille-user's braillewriter and slate and stylus. Two braillewriters are available: the Lavendar and the Perkins. Although there are advantages and disadvantages to both, each has six keys and types braille. Most children can and do carry their braillewriters from class to class and home.

The slate and stylus is available from several sources in several models. The slate is a frame through which braille dots are formed with the use of a pointed stylus. Because of its compactness, the slate is generally used to take notes, although many students now use a cassette recorder instead. Because use of the slate and stylus is relatively slow, it is not usually used for longer writing tasks. In addition, because its use requires excellent coordination and small muscle use, it is seldom taught to primary age children.

Although not truly specialized equipment, a typewriter very early becomes part of the educational equipment of the child with a visual impairment. Sometimes a typewriter with primary type is provided. Even a typewriter with small type should have a clear and simple type face. Typed materials provide early communication between the classroom teacher and the child who is blind.

Mathematics and Science Aids

The two best known mathematical devices are the abacus and the "talking" calculator. The Cranmer abacus is a modification of the Japanese Soroban. It permits the student to add, subtract, multiply, divide, extract roots, and handle decimals, fractions, and trigonometric functions. Although the standard abacus is pocket-sized, a larger version is available for students who cannot manipulate the smaller device.

The talking calculator is a relatively new device which can perform the four basic mathematical functions and give answers orally. The machine is compact, fitting into one hand, and has a 32-word vocabulary. Children who have mastered the basic mathematical concepts can use the talking calculator to check their work.

Compasses, rulers, and slide rules adapted for use by visually impaired persons are also available, as are a variety of other aids for teaching geometric forms, fractions, and basic mathematical functions. Check the APH and AFB catalogs for additional details.

APH also has a number of science aids available, including biological models and a science measurement kit. Again, check the catalogs for additional information.

Another source of materials for use in science classes is the SAVI (Science Activities for the Visually Impaired) Project at the Lawrence Hall of Science (University of California, Berkeley, California 94720). The SAVI Project has developed a number of modules for teaching science concepts in the mainstreamed classroom. Special equipment needed for the modules has also been developed by the project. Several sets of modules are now available, and development of additional modules is continuing.

A final source of materials that may be useful in science class is Science for the Blind Products (Box 120, Bala-Cynwyd, Pennsylvania 19004). This company's speciality has been development or adaptation of tools that a blind person can use in competitive labor. Some of these tools may be useful for classroom work as well. The company also manufactures recreation equipment such as footballs, soccerballs, volleyballs, and nerf balls with beepers inside.

Aids for Teaching Social Studies

A number of aids particularly useful in teaching social studies are available. APH, in particular, produces a number of useful aids,

especially in the area of geographic learning. These include braille and large print maps and atlases, tactile globes, dissected maps, landform models, and mileage scales. They also produce materials useful in making maps and graphs. These materials include raised- and bold-line graph paper in various grid sizes, a graphic aid for mathematics (graph board), and raised-line drawing kits.

The raised-line drawing kit consists of a rubber-covered clipboard, acetate sheets, and a pointed writing implement. When the student places a sheet of acetate on the clipboard and writes with the pointed writing implement, a raised image is created. This device can be used to make simple illustrations and graphs and to teach the shapes of the print alphabet. Raised-line drawing kits are also availble from Howe Press.

Some maps available from commercial publishing companies are suitable for use by visually impaired students. An example is the Hammond Large Print Atlas.

Many of the books and magazines available in braille or tape are particularly applicable to social studies classes. Examples are *National Geographic*, *Consumer Reports*, and the news magazines. Again, check the Library of Congress listing for appropriate periodicals.

If career education is part of your social studies curriculum, you may find the CI-TAB program, developed in Texas and now available in braille, large type, and recorded form through APH, useful. Two versions of the program are available—one for middle school and one for secondary school. Each version contains a limited number of instructional units and a list of job descriptions which could be worked into the curriculum.

The American Foundation for the Blind is also working in the area of career education for the visually impaired. Periodic checks of their publications lists may reveal new career education materials.

5. Materials for Teaching About Disabilities

The previous three sections of this sourcebook have provided information which we believe will be helpful to you in learning about the visually impaired child and in planning effective classroom strategies for the child. However, just as working with the visually impaired child is new to you, it may also be a new experience for the sighted students in your class. This section describes some resources you can use in helping all the children understand disabilities and their effects.

Much understanding of the abilities of the disabled student will develop naturally as a result of working with the child in the classroom. Yet you may find it useful to plan some learning activities in advance. Often, you will be able to integrate these activities into the regular social studies program, perhaps in a series of lessons on individual differences. Your own social studies text may, in fact, deal with the subject of disabilities; more programs are now doing so in response to increased mainstreaming of disabled children. In addition, an increasing number of supplementary curriculum materials designed to teach about disabilities are also being developed.

This section of the sourcebook lists some supplementary materials which are currently available, as well as curriculum guides and articles which teachers can use in developing lessons on disabilities. The last two subsections list books and films which can be used to supplement commercial curriculum materials or teacher-designed lessons. After using some of the commercially available materials or your own individually designed lessons, you may find that you want to include a unit on disabilities in your social studies program every year, whether your class includes a disabled student or not.

Note that federal funds under Public Law 94-142 may be available for purchasing materials that will educate "normal" children for mainstreaming. Check with your administrator or resource teacher about this possibility.

Supplementary Curriculum Materials

The materials listed below do not represent all the commercially available curriculum materials designed to teach about disabilities. Other

materials may currently be available to you, and new materials will undoubtedly be introduced over the next few years. Before using any program, you should preview it to ensure that the materials do not stereotype disabled individuals, use inappropriate language, or present inaccurate information. The materials listed below have been reviewed and found to be relatively free of such problems.

You will note in reading the program descriptions that program objectives have not been listed. All the programs have similar objectives, which include one or more of the following:

1. To help students understand specific disabilities and their effects.
2. To help students understand the differences and similarities among all people.
3. To help students understand that disabled people, like all people, have individual strengths and weaknesses.
4. To help students understand that disabled people have the same emotional and psychological needs as nondisabled people.
5. To help students understand how disabled people adapt to their disabilities and to environmental and social barriers.
6. To help students identify common attitudes toward disabilities and disabled people.
7. To help students understand how they can help and interact with disabled people.
8. To help students understand the benefits of and reasons for mainstreaming.

You will also note that prices are not listed with the programs. Prices often change annually and information would thus be outdated quickly. More importantly, however, although the purchase price of many of the audiovisual programs is relatively high, some companies will rent the programs for a significantly lower cost or loan them to teachers on a 30-day review basis. Check with any company which has a program in which you are interested to determine what options are available.

Feeling Free (Englewood Cliffs, New Jersey: Scholastic, 1978).

This program, designed for use with students in grades 4-6, is available in two formats which can be used together or separately. The first format is a set of six films or videocassettes with a teacher's guide. The films feature five disabled children: a dyslexic child, a visually impaired child, a hearing impaired child, a child with cerebral palsy, and a child who is a dwarf. The teaching guide presents goals and discussion pointers. Discussion centers around five themes: friendship, competence, helping, teasing, and adjusting. The second format is a classroom unit organized around a stories and activities book. Five additional books for children to read, a large poster, and a teacher's guide are also provided. A variety of activities are suggested. This unit can provide an entire year's work.

Hello Everybody (Santa Monica, California: James Stanfield Film Associates, 1977).

This audiovisual program contains six filmstrips and cassettes, a teachers' resource guide, and an assortment of pamphlets on disabilities. Hearing/speech impairments, visual impairments, orthopedic disabilities, learning disabilities, developmental disabilities, and behavior disorders are the disabilities covered in the program. The filmstrip on visual impairments simulates some common impairments, demonstrates legal blindness, and illustrates many of the aids used by visually impaired persons. A variety of activities are suggested in the teacher's guide, which also contains cognitive and affective objectives, a list of support organizations, a glossary of terms, and student and teacher bibliographies. Although designed to be used at all grade levels, the program will probably work best with intermediate level students and above.

I'm Just Like You: Mainstreaming the Handicapped (Pleasantville, New York: Sunburst Communications, 1977).

This program, which features a visually impaired child, an orthopedically disabled child, and a child with cerebral palsy and a learning disability, contains two filmstrips, two cassettes, and a teacher's guide. Activities suggested in the teacher's guide include simulations, sensory awareness activities, role playing, and discussions. Because the filmstrips are quite long (about 20 minutes each), the program is most suitable for students at the intermediate level or above.

It's Just Me (Hollywood, California: Paramount Communications, 1978).

This package of four filmstrips, four cassettes, and a program guide on mainstreaming is designed for use in grades 2-6. The disabilities covered in the program are visual impairments, hearing impairments, orthopedic impairments, and learning disabilities. Each filmstrip describes how a child with a particular impairment functions in the regular classroom. For each filmstrip, the teacher's guide provides a synopsis, behavior objectives, background information, prescreening activities, a script, follow-up questions and activities, and readings for students. Activities include simulations of disabilities, class visits from disabled persons, use of aids used by the disabled, discussions, and role playing.

My New Friend—Introducing the Special Child (Jamaica, New York: Eye Gate Media, 1977).

This package of four captioned filmstrips with accompanying cassettes and lesson plan describes children with impairments in auditory, visual, physical, and mental functioning. Each child is described by a friend in a filmstrip that is less than 4 minutes long. Designed for students in grades 1-6, the program is particularly suited for children in the primary grades.

Special Friends (La Hondo, California: Listen and Learn, 1977).

This audiovisual package of four cassettes, eight filmstrips, a teacher's guide, and a poster is designed for use with primary students. All of the filmstrips, which are cartooned rather than photographed, deal with the same group of children. The narrator is a nondisabled child who talks about his disabled friends. An original song is part of the soundtrack for each filmstrip. The teacher's guide provides objectives, key statements and concepts, discussion questions, and activities.

What If You Couldn't (Newton, Massachusetts: Selective Educational Equipment, 1978).

This multimedia, elementary-level package consists of seven units: one introductory unit on disabilities in general and six units on specific disabilities. The disabilities covered are visual impairments, hearing impairments, mental retardation, learning disabilities, emotional problems, and orthopedic disabilities. Each unit contains a teacher's guide and a box of hands-on materials. The teacher's guide presents lesson plans for the unit, along with a variety of useful information, such as tips for a resource corner, information on the disability, a glossary, a list of resources for more information, and tips for using the unit with a class which includes a disabled child or a child who has a disabled family member. Activities within the units are sequenced to provide first information, then simulation experiences, and finally problem-solving activities. The hands-on materials provided for use with the units are varied. For example, the visual impairment unit contains a poster, three books on visual impairment, a catalog of aids and appliances used by visually impaired persons, several brochures on visual impairments, large print and braille publications, braille alphabet cards, a slate and stylus, tactile maps, simulation photographs, semi-opaque masks, magnifiers, blindfolds, a prescription cane, and printed originals for paper and pencil activities. The entire package can provide materials for a year of study.

What Is a Handicap? (Santa Monica, California: BFA Educational Media, 1975).

This program consists of four filmstrips, four cassettes, 24 reproducible activity masters, and a teacher's guide. Each filmstrip is devoted to one disability; disabilities covered are orthopedic, hearing, emotional, and mental. Six activity sheets are provided to accompany each filmstrip; three suggest individual activities and three small group activities. Although the program is designed for use in all elementary classes, the activity sheets are more suitable for the intermediate than primary grades. Although the program is generally sound, there seems to be some confusion of the terms learning disabled, slow learning, and retarded. You should be alert to this problem in using the

materials, particularly if your class includes a child who may have heard him or herself labeled with one of these terms.

Curriculum Guides and Articles

This list of curriculum guides and articles is, like previous lists, not comprehensive. The number of such materials dealing with teaching about disabilities will undoubtedly increase rapidly over the next few years. The guides and articles listed below will provide a starting point for a complete collection.

Barnes, Ellen, Carol Berrigan, and Douglas Biklen, *What's the Difference?* (Syracuse, New York: Human Policy Press, 1978).

This guide presents more than 90 suggestions for activities which teachers can use to help students learn about disabilities and disabled people. The activities parallel the themes in the *Feeling Free* program. Suggestions for incorporating the activities into the standard curricular areas are provided.

People . . . Just Like You: About Handicaps and Handicapped People (Washington, D.C.: Committee on Youth Development, The President's Committee on Employment of the Handicapped, 1979). Available free on request.

This guide presents six activities to familiarize students with disabilities. Each activity has four variations suitable for different grade level groups (K-2, 3-5, 6-8, and 9-12). The guide also presents a bibliography of books for students, a listing of films, and a list of additional resources.

Scheffers, Wenda L., "Sighted Children Learn About Blindness," *Journal of Visual Impairment and Blindness* (June 1977).

This article describes a teacher-developed unit to teach about blindness. The 20-lesson unit has been used in grades K-6 but could be adapted for older students or adult groups as well. The lessons, which provide information not only on blind people and how they function but also on how the eye functions and how it should be cared for, can be incorporated into social studies, health, language arts, and art classes. A wide range of activities is suggested.

Special Double Issue on Handicapism in Children's Books, *Interracial Books for Children Bulletin,* Vol. 8, Nos. 6 and 7 (1977).

All major articles in this issue are devoted to the portrayal of disabled people in books and other media. Topics include common stereotypes of disabled persons, how to avoid such stereotypes in writing and speaking, stereotyping in children's books—with examples drawn from children's classics and award-winners—and the disability rights movement. All of these articles provide useful background information for teaching about disabilities. In addition, the issue contains a

two-part article on teaching about handicapism. The first part of the article suggests activities for helping students understand disabilities, stereotyping of disabled persons, discrimination against disabled persons, what can be done to combat stereotyping and discrimination, and the aims of the disability rights movement. The second part provides activities for experiential simulations of motor, sensory, and learning/emotional disabilities. All activities can be adapted for any grade level.

Books for Students

Any number of books about disabled persons are available at all grade levels. Many of these, however, stereotype disabled persons, portraying them as pitiable, sinister, or gifted with super-powers. Before you assign a book, you should review it to insure that it does not include stereotyping. The article "Disability in Children's Books: Is Visibility Enough?" by Albert V. Schwartz (in the previously referenced *Interracial Books for Children Bulletin*) will be helpful in sensitizing you to some of the types of stereotyping which are prevalent in children's literature. If you do find a book that stereotypes disabled persons, you may want to use it to help students understand the nature and effects of stereotyping.

Numerous biographies of disabled persons are also available. Again, many of these show some stereotyping. In addition, you should be cautious in assigning readings about famous disabled persons. By making examples of such super-achievers, we tend to downgrade the achievements of ordinary people. Does Helen Keller make a good role model for a partially sighted child who is having difficulty learning to tie his or her shoes? How will sighted children value the efforts of their orthopedically disabled classmate if given Franklin Roosevelt as an example of the successful disabled person? Although biographies can be used meaningfully, books about ordinary disabled people written in a nonstereotypical manner will probably be more beneficial.

Although numerous books on people with all types of disabilities are available, those listed in this section deal specifically with visually impaired people, since that is the major focus of this sourcebook. All have been reviewed and found to be relatively stereotype-free. You will find, however, that characters in many of the books attend "special" schools rather than neighborhood schools. This is an artifact of the time in which many of the books were written and should be explained as such to the students.

Fiction

Bawden, Nina, *The Witch's Daughter* (Philadelphia: Lippencott, 1966), ages 8-12.

A blind girl and her brother, visiting a Scottish island on vacation, befriend a lonely island girl. The three children combine their skills to solve a jewel robbery.

Butler, Beverly, *Gift of Gold* (New York: Dodd, Mead, 1972), ages 13+.

Based on the author's experiences, this novel deals with the challenges faced by a blind college girl studying to become a speech therapist. The topics of stereotyping, adaptations to career requirements, dating, and peer group relationships—both good and bad—are presented in an entertaining way.

Butler, Beverly, *Light a Single Candle* (New York: Dodd, Mead, 1962), ages 10+.

This novel, a predecessor to *Gift of Gold,* deals with a girl's adjustment to blindness and the attitudes of those around her.

Corn, Anne L., *Monocular Mac* (New York: National Association for the Visually Handicapped, 1977), ages 7-10.

This book tells the story of a partially sighted fourth grade boy. Emphasis is given to the special adjustments and aids which Billy uses to enhance vision, as well as to the similarities between Billy and his fully sighted classmates.

Garfield, James B., *Follow My Leader* (New York: The Viking Press, 1957), ages 10-13.

This book tells how Jimmy, who was blinded at age 11, learns braille, gets a guide dog, and becomes active in scouting activities once again. Although the book was written by a blind person and provides much useful information, some information is unrealistic, particularly in the light of present attitudes. First, it is highly unlikely that a child of Jimmy's age would get a guide dog. In the book, Jimmy was excepted from the age rule because, without a dog, he would be home alone all day. The implication that a visually impaired person without a guide dog is housebound is certainly unrealistic. Also unrealistic in today's context is the idea that a healthy child would not go to school for several months, but would study only braille during that period. Students who read this book should be made aware of these problems.

Heide, Florence Parry, *Sound of Sunshine, Sound of Rain* (New York: Parents' Magazine Press, 1970), ages 3-9.

In this book the author uses the voice of a young black boy who was born blind to describe how a blind child experiences the world through the other senses. The boy's feelings and dreams and the attitudes of those around him are also explored.

Kent, Deborah, *Belonging* (New York: Dial Press, 1978), ages 13+.

Another novel based on the author's personal experience, this book describes the experiences of a blind teenage girl attending public high school for the first time. Adjustments to the environment and interaction with students and teachers who regard the blind girl as an outsider are described.

Mathis, Sharon Bell, *Listen for the Fig Tree* (New York: The Viking Press, 1974), ages 14+.

A black teenage girl who is blind gains strength through the celebra-

tion of Kwanza, an African celebration of the traditional strength of black people. She draws on this strength to face her problems—her mother's drinking and inability to accept the death of her husband.

McDonnell, Lois Eddy, *Stevie's Other Eyes* (New York: Friendship Press, 1962), ages 6-8.

This is the story of a young blind boy's experiences in making friends with a sighted child in a new neighborhood. Although Stevie is successful at a residential school for the blind and a special summer camp for blind children, he must overcome his sighted neighbor's failure to understand the similarities between all children.

Michlish, Rita, *Sugar Bee* (New York: Delacorte Press, 1972), ages 9-12.

This book is about a black city girl who wins a trip to a farm for Easter vacation. When she arrives, she discovers that the daughter of the farm family is blind. She feels strange and scared, but both girls eventually learn that although they are different, they should not feel sorry for each other.

Petersen, Palle, *Sally Can't See* (New York: John Day, 1974), ages 7-10.

This book introduces 12-year-old Sally, who is blind. It explains the things she learns at her special school and shows her involved in some of her favorite activities—swimming, jumping rope, and playing with friends.

Vance, Marguerite, *Windows for Rosemary* (New York: Button, 1956), ages 7-11.

In this book, Rosemary, who is blind, tells about her summer vacation and birthday. The book also includes an explanation of the braille writing system, as well as information about how blind children get around in their environments. Feelings about differences are also discussed.

Whitney, Phyllis A., *Secret of the Emerald Star* (Philadelphia: The Westminster Press, 1964), ages 10-13.

This is the story of a young blind Cuban-American refugee who becomes friends with a new girl in their Staten Island neighborhood. In the course of their adventures, they both become interested in sculpting and deal with a blackmailer from Cuba. Much information about blindness, attitudes, and adaptations is presented.

Biographies/Autobiographies

Davidson, Margaret, *Helen Keller* (New York: Hastings, 1970), ages 7-11.

An adaptation of Keller's autobiography for younger children.

Davidson, Margaret, *Helen Keller's Teacher* (New York: Scholastic, 1972), ages 8-12.

This book describes Anne Sullivan's work in teaching Helen Keller.

Davidson, Margaret, *Louis Braille: The Boy Who Invented Books for the Blind* (New York: Hastings, 1972), ages 7-11.

This book describes the life of the French inventor of the braille system from the time of the accident which blinded him to his death.

Gill, Derek L.T., *Tom Sullivan's Adventures in Darkness* (New York: David McKay, 1976), ages 9-14.

This biography, told in the first person, relates Tom Sullivan's experiences at Perkins School for the Blind, in athletics, and in his career as an entertainer. Students may be surprised at the wide range of athletic activities in which Sullivan participates—swimming, wrestling, water skiing, golfing, and horseback riding, among others.

Keller, Helen, *The Story of My Life* (New York: Doubleday, 1954), ages 13+.

This autobiography of the deaf and blind woman focuses on her education and her professional activities in later life. Her political activism and social life are given less attention; students should be encouraged to find out more about these aspects of her life in order to achieve a picture of the total individual.

Krents, Harold, *To Race the Wind* (New York: G.P. Putnam's Sons, 1972), ages 14+.

This autobiography of a young blind man humorously relates his experiences from elementary school through Harvard Law School. Adaptations that a blind person must make to succeed in sighted society are described, as are the attitudes with which blind persons must cope.

Webster, Gary, *Journey Into Light: The Story of Louis Braille* (New York: Hawthorne Books, 1964), ages 7-11.

This biography of Braille provides much information about his struggle to get the braille system accepted. The importance of braille to the modern blind person is also discussed.

Other Nonfiction

Weiss, Malcolm E., *Seeing Through the Dark* (New York: Harcourt Brace, 1976), ages 12+.

This book provides an interesting combination of scientific information about the senses and an almost poetic discussion of language and imagination. How the senses of touch and hearing function and how the blind use them are explained in detail, as are devices to stretch the senses. But the main theme of the book is that all people share the worlds of language, understanding, and imagination; these are the most important factors in people's seeing each other and each other's ideas.

Wolf, Bernard, *Connie's New Eyes* (Philadelphia: Lippencott, 1976), ages 9+.

This photoessay about a recent college graduate named Connie describes how she got a seeing eye dog. The dog's training and Connie's

preparation for meeting the dog are described, as is the training the two undergo together. The book follows Connie home to her first job as a teacher.

Films

There are also numerous films available about people with disabilities. Your district's audiovisual catalog will be a good starting point for a search for appropriate materials. As suggested for books, you should preview films for possible stereotyping or inappropriate language before using them with students.

One of the best sources for films about visually impaired people is the American Foundation for the Blind, which has a number of excellent films available. Among these is *What Do You Do When You See A Blind Person?* (1971, color, 13 minutes), which humorously discusses right and wrong ways to interact with blind people. Another is *Not Without Sight* (1973, color, 10 minutes), which defines and simulates various types of visual impairments. Both of these films would be appropriate for use with intermediate and older students. Check AFB's list of publications for additional films.

The following is a list of films from other sources which deal with visual impairments.

Blind Sunday (New York: Time-Life Multimedia, 1976), color, 31 minutes, ages 12+.

This film describes the development of a relationship between Eileen, a blind high school student who strives for independence, and Jeff, who has difficulty overcoming his desire to protect Eileen. Jeff tries functioning blindfolded for a day to gain understanding of Eileen's experiences.

Donna (Bloomington, Indiana: Agency for Instructional Television, 1973), color, 14½ minutes, ages 8-10.

This film, part of a series designed to help children understand and cope with their emotions, tells how a blind girl learns to be independent and develops a positive self-concept. The film is available captioned.

Nicky: One of My Best Friends (New York: McGraw Hill Films, 1976), color, 15 minutes, ages 9+.

This film describes how a 10-year-old boy who is blind and has cerebral palsy has been mainstreamed.

A School Day in the Life of a Visually Handicapped Child (University Park, Pennsylvania: Pennsylvania State University, 1970), black and white, 24 minutes, ages 12+.

This film tells the story of a 9-year-old blind girl who is mainstreamed into a regular classroom. It shows the braille books and other materials she uses and illustrates that the blind child can lead a normal life with the support of parents, teachers, and classmates.

See What I Feel (Chicago: Encyclopaedia Britanica Educational Corporation, 1978), color, 6 minutes, ages 6-8.

This is one of a series of 10 animated films on disabilities entitled *Like You, Like Me*. This film traces the events in the day of a blind youngster. Depiction of the child's positive attitudes is designed to help young children understand their own feelings about limitations, similarities, and differences.

Striving for Independence (St. Louis: McDonnel Douglas, 1968), color, 26 minutes, ages 14+.

This film shows how blind persons can become independent and fulfill a variety of personal and professional ambitions. Many daily living skills are illustrated.

Vision of the Blind (New York: Time-Life Multimedia, 1978), color, 48 minutes, ages 14+.

This British-produced film describes new approaches to understanding blindness being developed in Great Britain.